



# Franklin Public Schools Summer Academy: Going to Bat for Kids

## UNIT OF STUDY PLANNING GUIDE

To receive credit, turn in the planning guide to your Group Advisor upon completion of the Academy and unit.

Advisor Signature: \_\_\_\_\_

Team Leader Signature: \_\_\_\_\_

### 1<sup>st</sup> Base – What do we want students to know and be able to do?

#### State Standards: located on District Web Site – Under “Curriculum”

- ☒ What state standards are targeted in this unit of study?

#### Essential Knowledge and Skills:

- ☒ What essential knowledge and skills will students acquire as a result of this unit?
- ☒ What should they eventually be able to do as a result of such knowledge and skill?

#### Learning Targets:

- ☒ Each lesson in this unit will be created based on one or more learning targets.
- ☒ To acquire these knowledge and skills, what learning targets will need to be taught?

### 2<sup>nd</sup> Base – How will we know if students have or have not learned?

#### Assessment Evidence:

- ☒ What evidence indicates whether students have or have not learned?
- ☒ List formative and summative assessments.

### Learning Plan

#### Plan:

- ☒ What learning experiences and instruction will enable students to acquire the knowledge and skill?
- ☒ Do you have each of the five Academy strands included in the learning plan?

*Adapted from: Understanding by Design Professional Development Workbook  
Jay McTighe and Grant Wiggins*

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## SAMPLE UNIT OF STUDY PLANNING GUIDE

To receive credit, turn in the planning guide to your Group Advisor upon completion of the Academy and unit.

Advisor Signature: \_\_\_\_\_

Team Leader Signature: \_\_\_\_\_

### Social Studies, Grade 4 - Immigration

#### 1<sup>st</sup> Base – What do we want students to know and be able to do?

##### STATE STANDARDS:

- ☒ What state standards are targeted in this unit of study?

**Content Standard B for Social Studies:** Students in Wisconsin will learn about the history of Wisconsin, the United States, and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze issues that affect the present and the future.

**Content Standard E for Math:** Students in Wisconsin will use data collection and analysis, statistics and probability in problem-solving situations, employing technology where appropriate.

**Content Standard B for Language Arts (Writing):** Students in Wisconsin will write clearly and effectively to share information and knowledge, to influence and persuade, to create and entertain.

**Content Standard C for Language Arts (Oral Language):** Students in Wisconsin will listen to understand and will speak clearly and effectively for diverse purposes.

**Content Standard F for Language Arts (Research and Inquiry):** Students in Wisconsin will locate, use, and communicate information from a variety of print and non-print materials.

##### ESSENTIAL KNOWLEDGE AND SKILLS:

- ☒ What essential knowledge and skills will students acquire as a result of this unit?
- ☒ What should they eventually be able to do as a result of such knowledge and skill?

##### **SOCIAL STUDIES.**

- B.4.1 Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts.
- B.4.4 Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups.
- B.4.5 Identify the historical background and meaning of important political values such as freedom, democracy, and justice.

##### **MATH**

- E.4.1 Work with data in the context of real-world situations by
  - formulating questions that lead to data collection and analysis.
  - determining what data to collect and when and how to collect them.
  - collecting, organizing, and displaying data.
  - drawing reasonable conclusions based on data.
- E.4.2 Describe a set of data using
  - high and low values, and range\*.
  - most frequent value (mode\*).
  - middle value of a set of ordered data (median\*).
- E.4.3 In problem-solving situations, read, extract, and use information presented in graphs, tables, or charts.
- E.4.4 Determine if future events are more, less, or equally likely, impossible, or certain to occur.



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## 1<sup>st</sup> Base – What do we want students to know and be able to do?

### ESSENTIAL KNOWLEDGE AND SKILLS: (CONTINUED)

#### *Language Arts*

- B.4.1 Create or produce writing to communicate with different audiences for a variety of purpose.
  - Write nonfiction and technical pieces (summaries, messages, informational essays, basic directions, instructions, simple reports) that convey essential details and facts and provide accurate representations of events and sequences.
- B.4.2 Plan, revise, edit, and publish clear and effective writing.
- C.4.1 Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.
- C.4.2 Listen to and comprehend oral communications.
- C.4.3 Participate effectively in discussion.
- F.4.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.

### LEARNING TARGETS:

- ☑ Each lesson in this unit will be created based on one or more learning targets.
- ☑ To acquire these knowledge and skills, what learning targets will need to be taught?
  - Know and understand relevant vocabulary words.
  - Share specific historical events that have affected US immigration.
  - Understand specific historical world events that affected US immigration.
  - Know the obstacles and risks faced by immigrants to the US.
  - Understand the global & world history has greatly affected immigration to the US.
  - Know the US is a “melting pot,” as reflected by the diverse ethnicity of today’s students.
  - Know the US had an open-door policy, which contributes to the country’s growth.
  - Read and understand immigration statistics.
  - Interpret charts and tables.
  - Create accurate charts and/or tables.
  - Develop and write quality interview questions.
  - Record accurate notes during an interview.
  - Summarize notes into paragraphs; into an essay.
  - Understand controversial issues related to immigration in the past.
  - Compare and contrast past and current immigration issues.
  - Develop an argument defending a position on an immigration issue.
  - Collect research data on an immigration issue.
  - Formulate gathered research data into a project that demonstrates learning.

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## 2<sup>nd</sup> Base – How will we know if students have or have not learned?

### ASSESSMENT EVIDENCE:

- ☑ What evidence indicates whether students have or have not learned?
- ☑ List formative and summative assessments.
  - Summative: Research Project (rubric)
  - Formative:
    - Vocabulary webs
    - Chart and explanation of immigration statistics (checklist)
    - Successful interview with an immigrant completed (rubric)
    - Successful debate of a controversial immigration issue (observation checklist)

## Learning Plan

### PLAN:

- ☑ What learning experiences and instruction will enable students to acquire the knowledge and skill?
  - ☑ Do you have each of the five Academy strands included in the learning plan?
    - Create vocabulary webs (I, L, A)
    - Read together from S.S. text (pages x-y) (L)
    - Have students collect articles on recent immigration and discuss about recent & past issues (D, I, T, L)
    - Compare and contrast past and current immigration issues in a Venn Diagram (A, D)
    - Read and understand immigration statistics from internet site [www.?.edu](http://www.?.edu). (L, I, T)
    - Interpret charts and tables from math student resource book (I)
    - Create accurate charts and/or tables about data gathered (A {maybe T})
    - Discuss and define quality questions (D & L)
    - Develop and write quality interview questions for immigrant interview (L & A)
    - Record accurate notes during the immigrant interview (L)
    - Sort notes into an idea web using Inspiration in the computer lab (L & T)
    - Summarize webs into paragraphs; into an essay about the immigrant interview
    - Introduce persuasive writing (L)
    - Develop an argument defending a position on an immigration issue (L)
    - Debate immigration issues (L & A)
    - Collect research data on an immigration issue using text, trade books, biographies, and/or web searches (I, L & T)
    - Formulate gathered research data into a project that demonstrates learning (L)
      - tiered project choices (D {possibly T})
    - Present projects to classmates (A)
- A = Assessment; D =Differentiation; I = Information Literacy Skills; T=Tech Tools; L=Literacy**